

# School Development Plan

## West Rise Junior School 2019-2020

Headteacher: Mike Fairclough  
Chair of Governors: Angus Scott  
Last Ofsted Inspection: 7<sup>th</sup> March 2018  
Last Ofsted Judgement: Good

### **SECTION 1: CONTEXT**

There are 364 pupils on role and the school is three form entry. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below the national average (there are thirteen EAL children at the school). 30% of the pupils are eligible for the Pupil Premium (or have been during the past six years), which is additional funding provided for children in local authority care, children with a parent or carer in the armed services and those known to be eligible for free school meals.

The number of disabled pupils and those with special educational needs who are supported is currently 40. 5 of these have Additional Needs Plans. 12 of these have Education Health and Care Plans.

The school has substantially developed its facilities for outdoor learning in recent years, including a large wetland area, 'The Marsh', leased from the local council, which forms the habitat of a variety of species of wild bird, as well as sheep and a small herd of Water Buffalo. The remains of a major Bronze Age settlement have been discovered on the close to the school site.

The School Development Plan has been contributed to by all stakeholders and is informed by internal data, end of Key Stage 2 Tests (SATs) teaching and learning observations, book scrutiny and in response to the demands of the curriculum.

**SECTION 2:  
KEY ISSUES FROM OFSTED INSPECTION MARCH 2018**

Senior Managers and Governors must ensure that teaching provides challenge at the earliest appropriate point for the most able pupils in maths.

Senior Managers and Governors must ensure that the proportion of pupils who miss school regularly reduces quickly.

**SECTION 3: TARGETS FOR 2019/20**

Ofsted Key Judgement	Whole School Targets	Proposed Outcomes	Key Priorities	Target Leaders	Resources/ cost	Timescale
Leadership and Management	Progress to improve for the Pupil Progress children	Raise the percentage of Pupil Premium children making expected progress in reading, writing and maths	<p>Pupil Premium children to make accelerated progress in maths.</p> <p>If an individual pupil has not made expected progress, their target will be to make expected progress. If the child is making expected progress, their target will be</p>	Helen Pentecost Class teachers TAs	Core budget costs for salaried personnel	Term 1 through to Term 6

			to make above expected progress.			
<b>Leadership and Management</b>	Design a provision for the SEND children with the highest need, so that they make accelerated progress in English and Maths	SEND children to make accelerated progress in reading, writing and maths.	Create a new "learning lodge" for the children with the highest special educational needs	Laura Warren Class teachers	Core budget costs for salaried personnel	Term 1 through to Term 6
<b>Leadership and Management</b>	Continue to provide statistical evidence of the children making progress an reaching then expected standard and beyond in the foundation subjects	Subject Leaders to identify how they have raised standards within their subjects through the use of West Rise Skills and wider monitoring.	Subject Leaders to monitor their subject in management time and then report to SMT during the Wednesday meeting.	Emma Timperley Subject Leaders SMT	Core budget costs for salaried personnel	Term 1 through to Term 6
<b>Leadership and Management</b>	Attendance to improve across the school  4/9/17 to 25/7/18 94.96%  3/9/18 to 1/7/19 95.65  New target for July 2020 97%	To reduce the gap between school and National with regards to whole school absence and persistent absence rates	Attendance Information shared with all stakeholders  Increased Attendance rewards to promote good attendance  Attendance high profile across school – all teachers involved	Headteacher and all staff and Governors	Core budget costs for salaried personnel	Term 1 through to Term 6

			<p>Weekly attendance assemblies with Parents present</p> <p>Targeted meetings with families</p> <p>East Sussex Behaviour and Attendance Service to continue to work with identified families</p>			
<b>Ofsted Key Judgement</b>	<b>Whole School Targets</b>	<b>Proposed Outcomes</b>	<b>Key Priorities</b>	<b>Target Leaders</b>	<b>Resources/ cost</b>	<b>Timescale</b>
<b>Leadership and Management</b>	To develop the Spirals of Inquiry approach to whole school planning	Areas for development to be informed by pupil voice and the Spirals cycle.	<p>Spirals of Inquiry to inform curriculum.</p> <p>Cycle of “focussing, developing a hunch, learning, taking action, checking, scanning”</p> <p>Key staff to listen to children regarding their attitudes to learning and direction of the school.</p>	<p>Mike and Andy to attend course in September.</p> <p>Emma Timperley Headteacher Class Teachers</p>	Core budget costs for salaried personnel	Term 1 through to Term 6

<b>Ofsted Key Judgement</b>	<b>Whole School Targets</b>	<b>Proposed Outcomes</b>	<b>Key Priorities</b>	<b>Target Leaders</b>	<b>Resources/ cost</b>	<b>Timescale</b>
<b>Behaviour and Attitudes</b>  <b>Personal Development</b>	To further develop the Rights Respecting Schools programme	Pupils can explain accurately and confidently how to keep themselves healthy and safe.	Rights Respecting School programme to have its profile raised throughout the school.  Recap of the Rights and Responsibilities in staff meetings and assemblies.	Andy McKechnie All Staff	Core budget costs for salaried personnel	Term 1 through to Term 6
<b>Behaviour and Attitudes</b>  <b>Personal Development</b>	Develop the Flow action research project	Develop the whole school "Positive Psychology" approach to building character traits in children to prepare them for life in modern Britain and the modern world.	Work with the EP on a research project investigating "Flow".  Action research project to follow.	Mike and EP and Andy McKechnie	Core budget costs for salaried personnel	Term 1 through to Term 6
<b>Ofsted Key Judgement</b>	<b>Whole School Targets</b>	<b>Proposed Outcomes</b>	<b>Key Priorities</b>	<b>Target Leaders</b>	<b>Resources/ cost</b>	<b>Timescale</b>
<b>Quality of Education</b>	To make the curriculum more enquiry based	Children asking more questions Children reflecting on the skills and knowledge they acquire	Start each topic with an overarching question moving towards individual lessons starting with a question	Andy McKechnie Emma Timperley Krsy Hamiltion Class teachers	Core budget	Term 1 through to Term 6

		Children will display a love of learning				
<b>Quality of Education</b>	To develop oracy and language skills across the curriculum	Children to be able to unpick comprehension question style questions Children able to construct an answer	Andy to work with Whole Education to provide us with support to develop this as a priority area of development	Andy Mckechnie Class teachers	Cost of course TBC	Term 2/3
<b>Quality of Education</b>	To reorganise the sequence of the curriculum to make sure subjects link where appropriate	Children able to see links between subjects Children making accelerated progress	Year groups to review yearly overview and adapt to make links between subjects	Emma Timperley Class teachers	Core budget	Term 1 through to Term 6
<b>Quality of Education</b>	To modify the marking and feedback policy to ensure it has a greater impact on progress	All children making accelerated progress throughout the curriculum Staff to report a meaningful reduction in workload	Work with staff to create new policy Staff meetings to introduce and discuss new policy Policy to be discuss and used with and by the children Book scrutiny by SMT and subject leaders	Emma Timperley Class teachers	Core budget	Term 1 through to Term 6
<b>Ofsted Key Judgement</b>	<b>Whole School Targets</b>	<b>Proposed Outcomes</b>	<b>Key Priorities</b>	<b>Target Leaders</b>	<b>Resources/ cost</b>	<b>Timescale</b>
<b>Quality of Education</b>	For the percentage of children making expected and above expected progress to increase across the school in maths.	All teachers using the framework to plan their lesson on the agreed format  All teachers covering all the	Ensure that the framework is being taught in all year groups and on the correct planning format	Laura Warren Class Teachers Teaching Assistants SMT	Core budget	Term 1 through to Term 6

	To embed the new planning of maths with a focus on fluency and reasoning, using updated Hamilton resources and White Rose Maths.	objectives for the year group  Differentiated activities being clearly marked on plans with examples in Mathematics Books	Ensure that all objectives are being covered  Ensure that lesson are being differentiated at least three ways with appropriate extension for HA pupils			
<b>Quality of Education</b>	To continue to embed the consistent teaching of written methods across the school	Calculation booklet used to inform planning. Methods displayed in classroom.  All classes teaching the same method in the same way, reinforcing previously learned methods.  Parents/carers to have access to a copy of the calculations booklet	Ensure all staff are aware of and have access to the Calculations Booklet  Booklet to be given to new staff  Ensure that the written calculation methods are being taught the same in all year groups.  Parents to have access to calculation policies	Harriet Somerville Class teachers	Core budget	Term 1 through to Term 6
<b>Quality of Education</b>	To use SIMS to provide accurate teacher assessment in Mathematics and to	All teachers using SIMS confidently in Mathematics	Teacher observation / paired work in using SIMS statements.	Emma Timperley Class teachers	Core budget	Term 1 through to Term 6

	<p>identify children who are not making expected progress</p> <p>Year 3 target EXS 51 GDS 33</p> <p>Year 4 target EXS 55 GDS 38</p> <p>Year 5 target EXS 50 GDS 35</p> <p>Year 6 target EXS 50 GDS 39</p>	<p>TAs using SIMS to support teachers</p> <p>Teachers to identify which areas of Mathematics children who are not making progress need support with</p> <p>Focus groups receiving appropriate support in class and additional afternoon support if required</p> <p>Year 3 &amp; 4 children making below expected progress to be put forward for PLM assessment and intervention</p>	<p>Moderation sessions (school based and cross school)</p> <p>Teachers to identify children who are not making progress in TAP meetings</p>			
<b>Quality of Education</b>	<p>To raise attainment and progress across the school, particularly those identified as making below expected progress or SEN.</p>	<p>Identified children to make progress</p> <p>Year 3 TAs to provide PLM to children identified as working as Year 1+</p> <p>Different learning objectives to be provided for children identified</p>	<p>Identify children quickly through AfL/gap analysis/markings</p> <p>Identified children to receive appropriate support, whether that be:</p> <ul style="list-style-type: none"> <li>- in class focus group</li> <li>- one to one maths</li> </ul>	Laura Warren Class teachers	Core budget	Term 1 through to Term 6

		as working significantly below ARE.	- teaching to early maths skills rather than class learning objectives - extra afternoon maths groups/ intervention - PLM intervention			
<b>Quality of Education</b>	To raise attainment and progress across school, particularly those identified as making well above expected progress or very high ability	Identified children to make accelerated progress  A greater proportion of children to achieve 'Mastery' across SIMS assessment  A greater proportion of children to achieve 'Greater Depth' in Year 6 SATs	Identify children quickly through AfL/gap analysis/previous assessment data  Identified children to receive appropriate extension work  More class time to be spent on plenary/problem solving activities	Emma Timperley Laura Warren Harriet Somerville Class teachers	Core budget	Term 1 through to Term 6
<b>Ofsted Key Judgement</b>	<b>Whole School Targets</b>	<b>Proposed Outcomes</b>	<b>Key Priorities</b>	<b>Target Leaders</b>	<b>Resources/ cost</b>	<b>Timescale</b>
<b>Quality of Education</b>	Teachers to demonstrate that they are accurate with their assessment of writing and are clear about what WTS EXS and GDS look like for	. Writing accurately assessed throughout the school Teachers to assess against the SIMS statements.	Teachers to assess against the SIMS statements.  English plans should have SIMS statements written on them (or relevant number)	Harriet Somerville Class teachers	Core budget	Term 1 through to Term 6

	the children in their year group	English plans should have SIMS statements written on them (or relevant number)  Moderation of writing sessions to be used to improve teachers' accuracy when assessing childrens' writing	Moderation of writing sessions to be used to improve teachers' accuracy when assessing childrens' writing			
<b>Quality of Education</b>	To continue to raise attainment and progress in reading across the school in all areas of the curriculum  Year 3 target EXS 38 GDS 42  Year 4 target EXS 50 GDS 35  Year 5 target EXS 45 GDS 38  Year 6 target EXS 46 GDS 41	Attainment and progress in reading to improve in all year groups.  For children who are stuck or falling behind to be identified and given additional support.	Improve Guided Reading: GR to take place as whole class with TA support /mixed ability in Year 6. Year 3 / 4 / 5 carousel alternate terms to do 1: 1 assessment with TA. Use ORT books as well as others books	Harriet Somerville Class teachers	Core budget	Term 1 through to Term 6

<p><b>Quality of Education</b></p>	<p>To continue to raise attainment and progress in spellings across the school, in all areas of the curriculum</p>	<p>Attainment and progress in reading to improve in all year groups.</p> <p>For children who are stuck or falling behind to be identified and given additional support.</p>	<p>To embed the spelling and phonics programme throughout the school</p>	<p>Harriet Somerville Class teachers</p>	<p>Core budget</p>	<p>Term 1 through to Term 6</p>
<p><b>Quality of Education</b></p>	<p>To continue to raise attainment and progress in writing across the school, in all areas of the curriculum</p> <p>Year 3 target EXS 48 GDS 25</p> <p>Year 4 target EXS 50 GDS 30</p> <p>Year 5 target EXS 56 GDS 30</p> <p>Year 6 target EXS 50 GDS 35</p>	<p>For the vast majority of pupil to have made progress in writing from their KS1 starting point by the end of the year</p>	<p>To moderate writing in all subject areas throughout the year (subject leaders/SMT/whole staff)</p> <p>Discreet grammar lessons to continue in all year groups</p> <p>To confirm that teachers are secure in their knowledge of what age related grammar looks is for their year group</p>	<p>Harriet Somerville Class teachers</p>	<p>Core budget</p>	<p>Term 1 through to Term 6</p>